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New York, July 5, 1884.

This paper exists because there are important things concerning education that MUST BE SAID.

It is published THIS WEEK *because there are things that must be said* NOW.

WE welcome to our brotherhood of workers the Kentucky *Educational Courant*, Z. F. Smith, Louisville, editor. It is conducted with ability.

REMEMBER the New York State Teachers' Association at Elmira, commencing Wednesday morning next. A large and interesting meeting is expected. President Barnes has provided an excellent program.

ALL going to Madison for the National Educational meeting should apply at once for lodgings to J. H. Carpenter, to avoid discomfort and disappointment. Large as the attendance is sure to be, they will provide for all whose application has been seasonably forwarded. To this end the Local Committee are working indefatigably.

THE Iowa *Teacher and Student* has been merged into the *Iowa Teacher*. This is about the forty-fourth change in school journals in that State since the time when the first one was published at Dubuque in 1853. The history of educational journalism in our country would be interesting and sad, but instructive. It will never be written, and it is well it should not be.

IF our great association meetings are successful they will produce disagreement and differences. All brains are not exactly similar; it is well they are not. No two countenances have the same expressions. What confusion would result if they had? Social relations would be unpleasantly mixed. Teachers are proverbially belligerent. This comes of their thinking so much, and because in their little kindergartens at home their word is law; so they come to consider themselves authority everywhere. No man is so ready to assert his educational rights as pedagogues. So it comes that their needs must be discussions, not words, but decided differences. Let it be so. It is well.

ALL nature is full of differences. Disintergrating forces are everywhere found. The hills will, in time, be levelled and the oceans filled up, and then will commence another one of new change. Our National Association has volcanic elements of upheaval and eruption, which, in time, will work its death. In all this we should remember that "harmony is not unison, but made up of concordant differences." It would be a dry association in which all teachers were alike. The principle to strive after is to keep variation within safe limits. If this is done the end reached will be the production of ultimate good.

PROF. W. H. PAYNE, of Michigan, says that "The blind and perverse followers of the Old Education maintain the absurd doctrine that we should first learn to do by *knowing*." "The golden rule of the 'New Education' is, Learn to do by *doing*." Yes; but the "New Education" requires the admission of fundamental principles before there can be successful teaching. These must be *known*, apprehended, believed, and followed. A blind, ignorant *doing* will lead to disastrous results. A fundamental principle is, "Activity is the law of childhood;" but this is not low down enough. There may be a very dangerous kind of activity which is certain to produce injury. A more basic principle is, "Education consists in what the learner does himself, not what is done for him." And then another still more fundamental, "Proper education must be self-conducted in accordance with certain laws of intellectual action."

DOES the maxim, "Things to be done should be learned by doing them," apply to teaching? Cannot the teacher learn to teach by teaching? just as the child learns to talk by talking, to write by writing, and to compose by composing? How did Pestalozzi and Comenius learn to teach? These questions are asked by many who seem to stand on a sort of middle ground between the new and old education. They don't like Mr. Payne, and yet they do like him. They admit the truth of his principles, but are not willing to follow them to their logical conclusions. They believe, but don't practice. They cry "Good;" "Go on," but are not found among the disciples when the trial comes. They are uncertain quantities in the educational problem.

A teacher can learn how to teach by teaching, if he will do as Pestalozzi did; if he will honestly study child mind and growth and apply good reason to his work, like Comenius. If he will do these things he need not go to a Normal School; he need not read Joseph Payne; he will, in the course of time, make an excellent teacher. But it is far better to study fundamental principles and come in contact with superior minds. In this way he will avoid spoiling so many children. The "New Education" does not ignore the wealth of the experience and knowledge of the past. It does not start out every teacher on a track by himself and say to him: "Go forward and learn all alone by doing." It puts in his hands books and papers; it introduces him to real living teachers, who grasp his hand and ask him questions; it opens to his knowledge the methods of the growth of the mind, and the laws governing its activities; it criticises and corrects. By these means the "New Education" *educates* the teachers of our world. It never says useless things or make senseless mistakes. This is the spirit and practice of the "New Education."

HELP US.

During the past years we have been making the JOURNAL more and more valuable to teachers. No effort has been spared. We have helped you, now we ask you to help us. At the Associations and Institutes say a good word for your old friends. It will be a pleasant task to give us an introduction. Every teacher who takes an educational journal is made better. His methods are improved, his mistakes are remedied, and he soon becomes a member of the great army of live workers.

You have it in your power to continue the great impulse that has been given to education. This wave has been set in motion, but remember only a beginning has been made. In this movement the TEACHERS' INSTITUTE and the SCHOOL JOURNAL have been powerful agents; thousands of letters testify that these papers have been wells of living water to the teacher.

We mean business; we mean to help teachers in the most effectual manner possible to do REAL TEACHING, not the poor article, but something genuine and worthy of these times. We exist because there are important things concerning education that *must be said* and must be said *now*.

If you place one of our papers in the hands of any teacher who does not now take it, you are doing a service that is the best in your power, and causing money to be invested that will yield a rich income in months and years to come.

We wish you would write to us and tell us your plans of teaching. What you do for us you do for the schools and children. We want to work side by side with you in upbuilding education. Co-operate with us and together we shall do a work worthy of any ambition. Remember that when you are not in the schoolroom the papers are there, talking to the teachers about the "right ways" and bearing fruit a hundred fold. It pays to circulate and help our papers.

LETTERS FROM NORMAL PARK.—XXXI.

EXAMINATION DAY.

[CONCLUDED.]

During the progress of the examination of the Training Class there was no flagging in the interest awakened and answers asked and received. It was entirely oral. The subject was "Psychological Pedagogics," and Col. Parker asked the great majority of the questions He first explained to the audience that there had been no special preparation, only a general one extending throughout the entire year. This is the only kind of preparation and examination in which the Principal of the school believes. The following is an outline of what was said:

Col. Parker—What fundamental principles have you gotten hold of this year, in which you believe, and why? Tell me one.

Miss B.—The one that pleases me especially is, "the growth of the idea." I have observed how the idea comes into the mind vaguely and grows from one stage to another until finally it becomes clear. I have noticed this in the minds of my pupils, and the attendant power gained thereby.

Miss H. thought the fundamental principle with her was "thinking in things." She had noticed how much faster the children learned when they dealt with objects, instead of words. Mr. J. said he had learned that language should express something, and not deceive, as it often did. For instance, a pupil may give the exact language of the book and still not have the thought, although he may give the appearance, from the words used, of knowing the topic perfectly. Miss R. thought the fundamental principle with her was right doing on the part of both teacher and pupils, not from a sense of necessity, forcing, but from right for the sake of right—that moral suasion was preferable always to any other kind Miss W. believed in all-sided thought—in the harmonious growth of all the powers. The world was full of one-sided people owing to their one sided education. Miss McC. did not agree with the last speaker. She said it very often happened that a child had a bent of mind in a particular direction, and hence ought to be trained in that direction in order to give it power for the greatest good. Miss E. B. understood by all-sided growth the cultivation of the moral and physical powers as well as the mental, and could not see how these could possibly be omitted. Miss B. had been impressed with the idea that the purpose of education should be that of character-building, in preference to the mere acquisition of facts called knowledge. Miss H. thought that the highest good of the child should always be uppermost in the teacher's mind. This would necessitate a due attention to the moral and physical good of each child. Miss M. said that every thought a child has is the result of seeing things more or less perfectly; hence she thought it exceedingly necessary for every pupil to have a thorough knowledge of things about him that his fundamental concepts may be as perfect as possible. Miss W.'s fundamental principle was that the teacher should never do for the child what the child can do for itself. Miss S. had been impressed by the principle that we should always proceed from the known to the unknown. It is too often the case that we proceed from the *unknown to the unknown*, hence our frequent jargon of words. Miss M. had learned that the teacher should not be afraid to put himself on a level with the child. The former does not lose dignity or respect in the eyes of his pupil whenever this is properly done. Mr. L. had learned that the great majority of teachers have a tendency to tell the children too much. Let them do their own thinking. The mind grows only through its own activity. Mr. H. believed that only common forms, such as are well known or can be most easily understood by the child mind, should be presented for object lessons. He thought the great principle of the adaptation of matter to mind, perhaps, the one least understood, and the least practiced by teachers generally. Mr. McC. had learned the difference between the real and the unreal, the substance and the sound. Miss H. was "quite sure" that the teacher ought to begin teaching with nature, as the child loved to study direct in this way better than in any other way. The "natural way" is better than the artificial way now too commonly used. Miss M. thought the sufficient training of the imagination a very important matter. It was, and is, too much neglected, much to the injury of the child, who grows up a machine to grind out what others have poured into him. Miss M. had gained a very different idea of what constitutes order, from what she once had. She thinks now that if the child's consciousness is filled with the subject in hand he is in order, even if not sitting just so straight and precise as some would desire.

Director Champlain here asked for a fundamental principle on discipline. Several answers were given, such as: Give the children work; fill their minds with food for thought; train them to the habits of the school.

Col. Parker—What are the best means for securing discipline? Answers: Train the will so that each act will be automatic; show that you go into the school room to *teach* and not simply to govern; lead the children to respect themselves—government will follow of itself; give them plenty of industrial work,—an excellent means of discipline.

Dr. K. thought the question of discipline to be one of schoolroom economy. "Fear is the beginning of wisdom." He was thinking of a boy who, after being slightly punished, came to school on the following day an unusually obedient pupil, and wanted to help the teacher.

Mr. C. did not think such would have been the result with all boys. The case referred to was an exception to the general rule. Boys, instead of being punished, ought to be trusted again.

Director Champlain—You do not comprehend my question. Suppose a teacher goes into his school room and fails to hold the attention, what is the cause of such failure?

Answers—He has failed in the adaptation of matter to mind, or he has not furnished sufficient matter; the bearing of the teacher must have been wrong: the interest and sympathy of the teacher may be lacking; he may be inclined to say things as though he only half believed his own words, not being positive enough.

Col. Parker—What is the difference between the teacher who can control his pupils and the one who cannot?

Answers—The difference lies in the spirit of the teacher; of one it is that of a policeman; of another that of a helpful friend; of another that of one who cares for little except to draw her salary.

Director Gesterfield—What should be the purpose of a common-school education?

Answers—It seeme now to be to pass the examinations for admission to the High School, but that is not what it ought to be; its purpose should be to make character; to fit pupils for making a living; to make good citizens.

Mr. Gesterfield—What is the use of your industrial training in this school?

Mr. McC.—I believe the best and truest ideas of things come in that way. When you make a thing you must know all about it before you get it perfect. There is no chance for mistaken or vague concepts.

Miss S.—Industrial training tends to moral growth, because the work done, to be perfect, must be exactly right, and this begets a mental habit of thinking of everything in its true way; a desire for truth in all things is cultivated, hence growth.

Other Answers—Its use is in leading us to be accurate; to know all about one thing; to have a well-built concept with which to form other concepts; this training calls for the educating of special faculties, and shows the difference between mere book learning and real learning.

At this point Mrs. Parker had the class rise and go through with the Delsarte breathing exercises, thus getting the blood into even circulation and causing the class to feel fresh for another hour.

The subject was continued. A member thought there had been a failure to read books and industrial training. Both should go hand-in-hand.

Mr. S. took a utilitarian view of things, and thought women would be better off if they knew good workmanship in a house from bad, so as not to be imposed upon by dishonest carpenters who had not learned to love truth in their school days.

Questions were asked by the Board relative to the bearing that industrial training has upon geography, geometry and arithmetic. As to the first, it was answered that, in making relief maps or anything requiring location, geography was studied; the second was learned while wooden or pasteboard houses and figures of various kinds, making use of angles and forms, were constructed; several pupils gave the names of things they had made during the term, as examples of how arithmetic is learned. Thus one had made a gasometer, and had learned much of this study as well as of natural philosophy.

A director asked whether a teacher could explain to his pupils that all the angles of a cube are equal as well from a drawing of a cube as he could by making that cube. The general answer was "no."

After some notices by the Principal for the morrow, the class was dismissed and "Examination" was over.

I. W. FITCH.

TO SCHOOL OFFICERS.

County Supt. R. L. Alspach, of Burlington Iowa, has issued a circular to the school officers of Des Moines County, in which he offers them some very valuable suggestions. We commend them not only to school officers, but to teachers throughout the country. They are worthy of being carefully studied and followed.

Don't let your teachers work along without any apparatus, any more than you would think of doing your farm work with the same implements you used when you were boys. Don't hire a teacher who does not hold a certificate, and then expect to have one issued to cover the time already taught, this is illegal, and can not be done. Don't engage a teacher you know nothing about, simply because she can be hired cheap; such are usually dear at any price. Don't condemn the teachers' work without seeing what they are doing. Sec. 1,734 provides that Board of Directors "shall visit the schools of their district, and aid the teachers in establishing and enforcing the rules for the government of the schools," and any neglect of this provision is violation of the law. I hope more attention will be given to this provision than heretofore. If this section is carried out I am sure we will realize more from our efforts than we have previously.

Don't let the fences be thrown down and thus give the school grounds to the common. Don't let the well become the receptacle of all the filth of the grounds and thus engender disease for the entire community. Don't let the furniture and the building fall into decay, as is done in many of the districts for the want of a few dollars for repairs. Much can be saved by proper attention to this matter. Don't fail to supply the proper apparatus, such as maps, globes, charts, blackboards, etc., these things are indispensable to the live progressive teacher, and, in many instances, are "worth their weight in gold."

WANTED.—A school which, along with the essential principles of the Latin and Greek languages, and the first principles of mathematics, shall also teach its pupils that England and America have each a history, and what their outlines are; and a literature, and what its line of development has been that shall teach them to read French or German, or both, so that in their subsequent study they may have the benefit of French and German scholarship; and shall give them enough hint of nature and the natural sciences to at least awaken in them a desire to do careful and conscientious observation of the great facts and phenomena which are taking place about us all the while.—*The Christian Union.*

EVERY teacher should secure the individual attention of the pupils who are reciting. Secure the attention by the interest you awaken in the subject if you can. Compel attention if you can do so in no other way, but *secure the attention.*—*The Iowa Teacher.*

For the SCHOOL JOURNAL.

MECHANICAL TEACHING.

JEROME ALLEN, PH.D.

That method of teaching which injects by mechanical means grammar, geography, spelling, or arithmetic with no reference whatever to the needs of pupils is not education. In this method there is a Procrustean bed and every one is made to fit it. All are machines—pupils, teachers, and school officers. The result produced is purely mechanical. This is not education. The learning of the multiplication table, the rules of syntax, the facts of geography are only the means by which the development of the growing mind may be directed.

It is not of the smallest importance in itself to know that four and four make eight, that Paris is the capital of France, or that the subject of a finite verb must be in the nominative case. Thousands of excellent men and women have lived and died without knowing a single rule of grammar or one of the operations of algebra. But are the facts taught in the schoolroom of no importance? Should they be ignored? Certainly they should not be, but the way in which they are learned constitutes the difference between what is called the "Old" and the "New Education." Under the old masters, the more facts the pupil learned the better educated he was. His mind was crammed with dates, and rules, and exceptions, and theories, and laws, and principles almost without end. The medicine was administered in large doses, and the one who could reproduce from the storehouse of an inexhaustible memory the greatest number was considered the best educated.

In this way many of our colleges taught the languages and the sciences. The tools were everything—the commencement and the conclusion of the work. But in all this there was no development of the whole nature, no reasoning and investigation, no inspiration of a discoverer or explorer, not the slightest idea of the beauty of truth and the dignity of a personal character, in fact, nothing that in any way prepared for the active work of a busy world. There was nothing but dull, dry, grind, grind, grind. It is against this sort of teaching that there is an armed rebellion. Plain thinking men have failed to see its utility, and have declared that rather than submit to its continuance they will destroy the school itself.

But the new light of an advancing civilization has almost dispelled the darkness of the old-time school, and is hastening the brighter day of a rational education, when in harmony, the mind, the soul, and the body shall be taught to grow into a beautiful maturity.

All there is new in education is as old as Socrates, but for more than a thousand years after Christ, grinding despotism crushed out almost the last spark of independent thought. With the revival of learning a new era and a new education commenced.

From that day to this the light has been increasing, until to-day it was never more brilliant, and it is the avowed purpose of all true teachers to drive into everlasting oblivion the last teacher of that old education, born and nurtured in the almost impenetrable darkness of the middle ages.

One of the principles of the old education was to commit much that could not be understood. It was the theory, that as the mind grew the real meaning of what was committed would dawn upon the pupil. An example of this kind of teaching is illustrated in the following incident:

A lad in England who had been required to commit the answer to the question; "What is thy duty toward God?" Wrote as follows:

"My duty toads God is to bleed in him, to fering and to loaf withold your arts, withold my mind, withold my soul, and with my sernth to wirchip and to give thanks to put my old trash in him, to call upon him, to owner his old name and his world, and to save him truly all the days of my life's end."

To show that the shadow, if not the substance, of the old education still lingers in the schoolroom, I will quote a few words of the first lesson of a primary grammar, lately used in the Chicago schools. The title of the lesson is: "A few great ideas which lie as the basis of grammar and from which the science unfolds itself." Immediately after, it gravely tells the child that "language consists of many thousand words, but they can be divided into *nine* classes called parts of speech. The parts of speech are nouns, pronouns, articles, adjectives, verbs, adverbs, prepositions, conjunctions, and interjections. To these nine classes belong eight chief properties, gender, person, number, case, voice, mode, tense and comparison. These words and their properties are based mainly upon ten things or ideas—objects, actions, qualities, sex, number, relations, manner, time, place, degree."

In this brief paragraph are thirty-six most difficult words, the meaning of which the child knows nothing, and concerning which he cannot become fully familiar without years of thorough study; yet they are given as a part of the first lesson of English Grammar which now constitutes the first text-books in this science used to-day in many schools.

At the close of this astonishing lesson we find the following remarkable note: "The teacher cannot spend an *hour* better with his class than by explaining the preceding paragraph." How can we wonder when, in answer to the question, "What is a vowel?" a little girl said: "A vowel is an articulate sound." "And what is an articulate sound?" interrogated the teacher. "A melodeon," answered the girl. The habit of learning things we do not understand is a relic of barbarism.

It is the old education that teaches children to repeat and recite and commit to memory without being taught, for teaching is the very soul and essence of the new, while repetition and copying without thorough understanding is the basis of the old.

Pupils are taught to say, "The equator is an imaginary line," etc., but is it certain they know what an "imaginary line is?" In one of our geographies we find the following statement: "From the large bones and teeth found in this region of the country, it is supposed that it was formerly inhabited by mastodons." On a public examination a boy in answer to the question: "For what is Kentucky noted," said, "From the large bones and teeth found in this region of country, it is supposed that it was formerly inhabited by *methodists*."

Let a pupil be asked the direction of Greenland from the North Pole, and the answer in many cases will be "South-east" or "South-west."

In one of our Sabbath-schools the question was recently asked: "What was the sin of the Pharasees," the answer immediately came from a smart boy: "Swallowing camels." He had learned the words of Christ, "They strain at a gnat and swallow a camel," but had not at all understood the meaning of what he had learned. All of this shows that mechanical teaching is not banished from our school-rooms. It is so easy to tell and to repeat and to commit and to recite, but it is so much harder to train the mind in the line of the child's activities.

Instances without number could be multiplied as ridiculous as these.

A few years ago our schools were crowded with scholars learning what they did not understand.

Among the maxims of the "New Education" are: "The number of facts a pupil commits is by no means the measure of his success;" "Never teach a child what he does not comprehend;" "Lessons assigned must be in harmony with the learner's activities and adapted to the stage of his development;" "*What* a child learns is not as important as *how* he learns;" "The development of attention, comparison, and retention is more important than the mere storing of the mind with knowledge." These are a few of the principles followed by Socrates, philosophically enunciated by Bacon, and applied by Pestalozzi and Frœbel.

A recent writer observes that overwork in schools is the inevitable result of attempting to educate a multitude of children by one process and up to one standard.

EDUCATIONAL THOUGHT.

Government should constantly aim at forming in children habits of courtesy, deference, and reverence.—*Examiner.*

SOME teachers *keep* school, some *teach* school, and some *fight* school. Some inspire us with a real love for study, some fill us with a longing to sleep, and some arouse in us the spirit of mischief.—*Iowa Normal Monthly.*

Many a fellow who stood high in school breaks away from books as soon as he enters college and goes to the other extreme. This is nature's method of seeking relief. He has mental dyspepsia, and every opportunity that offers for physical play he accepts. He cannot help it, and he ought not to be blamed for it, because it is the natural law.—DR. SARGENT, *Harvard Gymnasium.*

THE larger the grade, the more divided is the teacher's time, and the more difficult is it to prepare any except the brightest for promotion at the close of the year, The pupils who fail and have to remain a year longer in this grade will make this beginning class larger and the work more difficult for the next year. Hence it is necessary to give especial attention and care to the primary work, and to make no mistake as to methods employed or time devoted to it.—*Columbia Co. Primary.*

Where in Greece, where in Rome, where in Babylon, in Persia, in Media, anywhere, can you find in their records any such provision for the care of the children as is contained in the books of Moses, where the parents are enjoined to rise up early and instruct them in the ways of God toward that nation, rising up and sitting down, coming out and going in; write them upon the door-post, write them and inscribe them over the door, everywhere, take care of the children; "Educate, educate, educate," runs through the whole book.—HENRY WARD BEECHER.

Teachers, or text-book committees, ought to be extremely careful, in the selection of text-books, to choose only such as the pupils can readily comprehend. Many of those in use have to be translated into ordinary English before doing the pupil any good. The pupil who does not understand a sentence memorizes it and recites it in the exact words of the book. Many teachers accept such work as evidence of real knowledge. Let the teacher frequently ask, "What does that mean?" and he will find the child's understanding is not equal to the language of his book. Away with such books.—*The Iowa Teacher.*

Do we find our youth perusing dime novels?—quietly slip better books into their places. Use the principle of the expulsive power of a new affection. We are to blame for their reading bad books if we do not supply them with good ones. But the children complain that this and that book does not interest them. Their view is reasonable. They can not be improved by the books in which they take no interest. We must begin at the point at which they are interested, and they say that they like novels. The wisely selected novel may be a very useful book to them. It will be a stepping-stone to better works.—*Md. Educ. Weekly.*

If a language is to be learned, I would teach it in the easiest known method, and at the age when it can be easiest learned. But there is another theory which is often acted upon, though seldom explicitly stated—the theory that, for the sake of discipline, hardness that is avoidable, should be deliberately imposed upon boys; as, for instance, by forcing a boy to study many languages who has no gifts that way, and can never attain to any mastery of them. To my mind the only justification of any kind of discipline, training, or drill is attainment of the appropriate end of that discipline. It is a waste for society, and an outrage upon the individual, to make a boy spend the years when he is most teachable in a discipline the end of which he can never reach, when he might have spent them in a different discipline which would have been rewarded by achievement.—PRES. ELLIOTT *in "Century."*

THE SCHOOL-ROOM.

For the SCHOOL JOURNAL.

ASTRONOMY LESSON.

THE PLANETS IN JULY.

VENUS is evening star until the 11th, setting on the 1st, at about a quarter after eight o'clock. After the 11th she will be morning star, rising soon after three o'clock.

MERCURY on the 1st rises a quarter of four o'clock in the morning. After the 12th it is evening star, setting on the 31st, a few minutes after eight o'clock.

JUPITER is evening star throughout the month, setting on the 1st soon after nine o'clock; on the 31st at half-past seven o'clock.

MARS is evening star, and is near Uranus during the month. He sets on the 1st at a quarter before 11, and on the 31st at half-past nine o'clock.

URANUS is evening star, setting at a quarter after 11 on the 1st; at a quarter after nine on the 31st. A French astronomer reports the discovery of a belt on Uranus.

NEPTUNE is morning star, invisible without a telescope. He rises at half-past one on the 1st; at half-past 11 on the 31st.

SATURN is morning star, rising at three o'clock on the 1st; at half-past one on the 31st. He is now in advance of Aldebaran and the Pleiades.

CONSTELLATIONS IN JULY.

The following cut will be of assistance in tracing constellations visible at evening during July. Hold the map so that the N. and S. line shall correspond to a line running from the southern horizon toward the north, passing through the north star. Near this line, exactly on this line at 10 P. M., July 10th, is a brilliant red star of the first magnitude. This is *Antares* the principal star in the constellation of the Scorpion. It is one of the stars from which the moon's distance is reckoned in computing longitude at sea. *Graffias* a star of the second magnitude, in the head of the Scorpion is situated about 8½ degs. to the north west. (The distance between the two pointers in the dipper—5 degs.—is the standard in astronomical measurement.) It may be recognized by means of a small star situated about a degree northeast of it, also by its forming a slight curve with two other stars of the third magnitude just below it, each about 3 degs. apart The broad part of the constellation near Graffias is powdered with numerous small stars, converging to a point at Antares, and resembling a figure in a kite. The tail of the Scorpion is formed by ten stars, chiefly of the third magnitude, extending down from Antares, first in a south-southerly direction about 17 degs., thence easterly about 8 degs. further, then turning northerly 8 degs., forming a curve like a shepherd's crook, or the bottom part of the letter S.

A little more than midway between Antares and the Dipper, and a little to the west, is another star of the first magnitude, *Arcturus*, in the constellation of Bootes. It is the second brightest star in the heavens, Sirius, near Orion, being the first. Bootes is represented as a huntsman, running, holding a club in his right hand, and in his left the leash of his two grey-hounds, with which he is chasing the great bear around the north pole—hence he is called the "bear-driver." Arcturus is situated near the left knee. Just below are three stars of the third and fourth magnitude lying in a curve about 2 degs. apart. Three or four more of a similar magnitude, forming a large curve, and lying 7 degs. east of Arcturus, are situated in the other leg of Bootes. 10 degs. N. N. E. of Arcturus is a star of the third magnitude, situated in the belt. *Seginus*, another star of the third magnitude, 20 degs. north of Arcturus, is in the left shoulder. 10½ degs. eastward from Seginus is *Alkaturops*, a star of fourth magnitude, in the club, 4½ degs. south of these is another of fourth magnitude, also in the club, called Delta. 6 degs. N. E. Seginus, and 5 degs. W. of Alkaturops, is Nekkar, a star of the third magnitude, situated in the head of Bootes. It forms a right angled triangle with Delta and Seginus, the right angle being at Nekkar.

The greyhounds is a small constellation between Bootes and the Dipper, south of the handle. The only star of importance in it is *Cor Caroli*, a star of the third magnitude, in the neck of the southern Hound. It is at the vertex of a large triangle formed by it and Arcturus and Donebola, a star in the constellation of Leo.

For the SCHOOL JOURNAL.

A GEOGRAPHY LESSON.

FOR ADVANCED CLASSES.

Each pupil is provided with pencil and note-book. "Suppose we were beginning to study the surface of the earth, to what two things would our minds be first directed? 'To the land and water?' Write in your note books, about one quarter of the way down the page, the word *land*, leaving a wide margin to the left. At the same distance from the bottom write *water*. After each put a brace.

Suppose you had a large globe, which represented the land and water of the earth's surface, what would you first notice about the land? 'The two separate bodies of it.' What name is given to them? Let us see if we can tell why they were called Continents. Name some other words that begin with *con*. "Select those in which the prefix has the meaning of *with*—as in *concert*, *confederate*, *conform*, *confer*. "Write these in a column, with a vertical line between the prefix and the remainder of the word. Give the meaning of each word. What common meaning have these words? Which part of the word means *with* or *together*? Write the word *together* over the first syllable of continent. Change the *i* of the second syllable to *e*, and name some words beginning with or containing the syllable *ten*." Select and write such words as *tender*, *tenant*, *tenacious*, *tenor*, *tenure*. From definitions given draw meaning of *ten*. Write *holds* above *ten*. "What do these two syllables taken together mean? *Ent* means "that which," so the whole word *continent* means what? "That which holds together." Why is the name appropriate? Write the word *continent* at the top of the brace after land. Name the divisions of land, write them in the brace underneath continent. Name the bodies of water, write them in their proper place. Are there other divisions of land than those in the brace? By whom were the divisions of state, country, etc., made? What name shall we give to those divisions not made by man? What name is given to that part of geography which treats of the natural divisions of land? What other words do you know that resemble the word *physical*. Make a list of these words, have them defined, draw out the meaning of physics.

For seat-work, have the pupils fill out the table by placing braces after the islands, capes, etc., naming as many of the principal ones in the world as the teacher thinks advisable. This will serve as review work: at recitations the locations of these may be given, and any facts the pupils have to give.

A BRIDGEPORT, Conn., firm is shipping large quantities of seed oysters to the California coast for re-planting. They thrive well, and are said to make the best oysters on that coast.

For the SCHOOL JOURNAL.

A BIOGRAPHY LESSON.

BISMARCK.

Assign the following subjects to different members of the class on the day previous to the lesson. Birth and parentage of Prince Bismarck, his education, early life, beginning of political career, principal events in his career as a member of Parliament, as a diplomatist, as prime minister, as Prince and Chancellor of the German Empire, anecdotes of his private life, characteristics, also the political condition of Germany prior to the formation of the Empire. Let these be written on the board in tabulated form with place at the right for dates and such catch words as may be added at the recitation. Let pupils bring anecdotes and interesting fact concerning him.

The following may assist the pupils in collecting information.

Otto Eduard Leopold Bismarck-Schönhousen, was born in Magdeburg, April 1, 1815. His parents were wealthy and noble, his father was captain in the royal body guard of Prussia, his mother was daughter of a Cabinet Councillor. He was educated at the Universities of Göttingen and Berlin, studied law and was admitted to the bar. Served the required number of years in the army after which his political career began with the first united diet at Berlin, 1847. To this he was a delegate from the nobility of Saxony. He there distinguished himself as an able and vehement opposer of liberal reforms. In 1849-50, he was a member of the second chamber of the Prussian diet, where he urged more power for the King, and the consolidation of Germany.

His first diplomatic service was that of chief secretary of the Prussian legation at the German diet at Frankfort-on-the-Main, 1851. Here the great zeal he manifested for the aggrandizement of Prussia, won the regard and confidence of the King, Frederick William IV. In 1859, he was sent to Russia as an embassador and secured the warm friendship of Russia for Prussia. On his return in 1862, he was sent to Paris to obtain an insight in the political affairs of the Touilleries. In a few months he was called home and made President of the Cabinet and Minister of Foreign Affairs. He then began to work for the great aim of his life,—the union of Germany and the exaltation of his King. He allowed nothing to interfere with his plans; when the deputies refused to sanction a bill which he wanted passed, he told them the king's government would be obliged to do without their sanction and promptly closed the chambers.

Such high handed dealing of course caused dissatisfaction, but when he succeeded in reclaiming for Prussia the long desired Duchy of Schleswig-Holstein, the people began to have more confidence in him. In the trouble with Austria which followed, he managed affairs so as to unite the northern Germanic provinces with Prussia, and defeat Austria. This increased his popularity. Then followed the Franco-Prussian war, which resulted in the defeat of France and in the consolidation of Germany. Bismarck's King was proclaimed Emperor of Germany, and he in return proclaimed Bismarck, Chancellor of the German Empire, acknowledged him as the originator of all the brilliant triumphs and created him Prince. From that time forth he has wisely and justly managed the government of Germany, seeking the honor of his king, and the good of the nation. He is a rigid monarchist, strongly opposed to liberalism, and strives to check all socialistic tendencies.

In private life Bismarck is not the stern, dignified character that he appears in public. He manifests great attachment to his family, which consists of a wife and three children. His two sons served in the war with France, and the Prince rode out as often as circumstances permitted to see if they were safe. He is an earnest Christian. A motto chosen by him when he received the grand cross of the order of Danebrog, from the King of Denmark, is—"My strength is in the triune God." It is said also that he is somewhat superstitious in such things as undertaking anything on Friday

or having thirteen at a table. He has a great love of nature—always spends as much of his time as possible in the woods and fields and at the seashore. In his letters he speaks of his longing for a quiet country life with his family. He has also a love for animals. When he lived at Kneiphof he had four young foxes among his pets. At St. Petersburg he used to keep young bears in his room like dogs until they became dangerous. He is a keen observer of the habits of animals and his accounts of their ways is said to be very pleasing. He used to be very fond of riding and hunting in his younger days; he acquired quite a reputation as a marksman, and has performed extraordinary feat of horsemanship. When a student at Göttingen, he was an excellent fencer and fought some thirty "duels." He was also an excellent swimmer. He once plunged into the Lippehner Sea, and saved the life of his groom who was in danger of being drowned. He is quick tempered, but cherishes no resentinent, is inclined to be suspicious and mistrustful of people—the result of his dealings with intrigueing diplomatists—but is very benevolent, performing with his own hands many deeds of kindness to the poor.

For the SCHOOL JOURNAL.

SIMPLE EXPERIMENTS.

HYDROGEN.—NO. I.

Things Needed:—Small pieces of zinc, a test-tube, an ounce of sulphuric acid, a few matches, a piece of a small candle, a piece of wire, and a saucer.

Things to be Done.—Fill the saucer two thirds full of water; fill the test-tube *full* of water, place a piece of paper over its mouth, invert, and stand in the saucer, remove the paper. Place a pile of the pieces of zinc in the saucer, and slowly pour into it the sulphuric acid until violent effervescence takes place. Carefully place the mouth of the test tube over the zinc, catch the gas. When the test-tube is full of gas, light a match, quietly raise the tube from the water, and apply to it the flame. Notice carefully the result. Repeat if necessary. Stick the candle on the end of the wire, cut it small enough so that it will easily enter the tube Fill the tube with gas, light the candle, raise the tube perpendicularly from the water and insert into it the lighted candle. Notice carefully the result. Repeat if necessary, severa times.

Note.—It may be necessary to replenish the pile of zinc, and add occasionally a little more acid. Do not if possible put your fingers into the acid and water.

WRITE OBSERVATIONS.

Helps.—What was done at first? State in order the steps of the experiment. What came from the zinc? How was the gas caught? What became of the water in the test-tube? If the tube had been inverted after it was full of the gas what would have happened? What took place when the flame was applied to the mouth of the tube? What burned? What, when the lighted candle was inserted into the tube? Why was the flame of the candle extinguished.

WRITE CONCLUSION.

Helps.—How does the weight of the gas compare with air? From what did the gas come? Would it have come from the acid alone? Try. What is "burning?" Evaporate the liquid left in the saucer, after the zinc has been removed, using gentle heat. From what does this substance come? Is it like zinc? Like sulphuric acid? Like water? What is this material?

Facts.—The gas obtained is called HYDROGEN. The powder obtained after evaporating the water is called SULPHATE OF ZINC.

In the next lesson we will give some further experiments in this interesting subatance.

Notes to the Teacher.—Do not hurry. If all can not be done at one recitation take two or three. Be patient. Let the children draw their own conclusions, but question until they see the truth. Encourage them to write out carefully and correctly what they see and do. The progress may be slow at first, but soon they will acquire great facility n the work. Incalculable benefit will come from uch lessons as this and what is to follow.

GRUBE'S METHOD IN NUMBER.—II.

8. APPLIED NUMBERS.

a. Addition.

1. John eat one apple at recess and another apple at noon; how many apples did he eat?

2. Frank had one dime, and his father gave him one more; how many dimes did he have?

☞The teacher will make up ten similar questions.

b. Multiplication.

1. John went a fishing, and twice he caught a fish; how many fishes did he catch?

☞The teacher will make up ten similar applications.

c. Division.

1. If two boys divide two marbles between them, haw many will each have?

☞Dictate ten similar questions.

9. FIGURES AND SIGNS.

Teach the use of the four signs + — × ÷. Tell them that + means "and," or "add to," and that it is read *plus;* that — means "to take away," and that it is read *minus;* that × means "times," and is read "*multiplied by;*" that ÷ means "to be contained," and that it reads "*divided by;*" that = means *equal to, equals.*

Illustrations of the use of Signs.

☞Let the children make each combination first with counters.

BY MARKS.	BY FIGURES.
| + | = |	1 + 1 = 2
| | —one mark= |	2 — 1 = 1
| ×two= |	1 × 2 = 2
| | + | | =one time.	2 ÷ 1 = 2
	2 ÷ 2 = 1

ANOTHER FORM.

After teaching the preceding, give the children the regular forms of written arithmetic, thus:

BY MARKS.

Add.	Sub.	Mult.	Div.
|	||	|	|| ||
+ |	—one mark	× two	——
——	——	——	once
||	|	||	

BY FIGURES.

Add.	Sub.	Mul.	Div.
1	2	1	2|2
1	—1	×2	——
—	—	—	1

II. TABLE TO BE TAUGHT.

2 pints make 1 quart.
1 quart equals 2 pints.

III, The Number Three.

Proceed with three in the same manner as with the two.

2. With counters, marks, clapping hand, etc.

2. *Counting*, one counter, two counters, and three counters.

3. *Addition.*—I. Place two counters on the desk; place another close to it; how many have you now? *Ans. I have three counters.* How many counters are two counters and one counter? *Ans. Two counters and one counter are three counters.* One and one and one are how many?

II. *Slate and Blackboard.*—Make two marks and another mark near it. How many marks have you now? [Continue with rings, dots, crosses, etc.]

4. *Subtraction.*—I. Place three counters together on the desk. Take two away; how many have you left? *Ans. I have one left.* Two counters from three counters leaves how many counters? *Ans. Two counters from three counters leaves one counter.* One and one from three leaves how many? *Ans. One and one from three leaves one.*

[Teachers will continue with various other objects.]

II. *Slate and Blackboard.*—Make three marks; rub out one; how many are left? Rub out another; how many are left? Make three marks; rub out two; how many are left? *Ans. One is left.* Make three marks: rub them out; how many are left? *Ans. None are left.*

5. *Multiplication.*—I. Each put one counter on the desk; now put another with it, now another; how many times have you taken one counter? *Ans. I have taken one counter three times.* Three times one counter are how many counters? *Ans. Three times one counter are three counters.*

II. *Slate and Blackboard.*—Make one mark, now make another, and another; how many marks have you made? *Ans. I have made one mark three times.* Then three times one mark are how many marks? *Ans. Three times one mark are three marks.*

6. *Division.*—Place three counters on the desk. Call up three boys and give one counter to each. How many counters has John? How many has Frank? How many has Charles? If three boys divide three counters between them, how many has each?

7. *Comparison.*—Give one counter to John, two to Frank, and three to Charles. How many has John? Frank? Charles? How many more has Frank than John How many more has Charles than Frank? How many more has Charles than John? How many more are two than one? How many more are three than two? How many more are three than one?

How many counters has John less than Frank? How many has Frank less than Charles? How much less than two is one? How much less than three is one?

Blackboard.—Illustrate the same with marks.

8. *Applied Numbers.*

Dictate simple examples in—

a. Addition.
b. Multiplication.
c. Subtraction.
d. Division.

DON'TS.—Don't scold continually, or for every little trifling offence; "familiarity breeds contempt," and your pupils will soon come to think that scolding is your forte, and you do it for fun. Thus its effect upon them when deserved is lost.

Don't attempt to teach by comparison until you weigh well that the minds of children are easily confused, and in your care to teach the correct, by showing the incorrect, you run the risk of impressing upon them the very thing you seek to eradicate.

Don't try to have your pupils learn too many things, or spend your strength in advancing them too rapidly. You might as well "pour water through a sieve."

Don't forget that your pupils are rational beings, and that they have a code of rights that should be respected as sacredly as the rights of their elders.

Don't forget the time when you were a soldier in the battle of child-life; try to have your pupils feel that your own childish trials and discomforts are still fresh in the memory.

Don't forget that your pupils are the men and women of to-morrow; that they are essentially what they are made, either by precept or example; that to primary pupils, example is of more value than precept.

Don't think that order consists in the quiet of the tomb, or fancy that the air of an Egyptian mummy is creditable in a child

Finally, don't forget to look and be your brightest, sweetest, and prettiest, when in the presence of your pupils. Don't forget to know and do that which is best.—MISS ALICE M. BURNEY, Geneva, O.

WE ought this year to vastly improve our methods of teaching. Schools ought to be graded, pupils classified, and maps and blackboards ought to be used, so as to teach twenty children in the class more and better than by the old methods one was taught alone. There are plenty of such teachers, and time and money are both too precious to be lost or wasted by employing incompetent ones.—*Am. Jour. Education.*

DEAR teacher, be comforted. Make a note of the year's experience, its toils, its plans, its successes, its hopes, its failures. But let the Great Father cast the balance sheet. Leave thyself and thy work done to Him. Rest, and may His peace be upon your rest. Renew yourself, and in the renewing may His wisdom guide you Come to your work again with power, and may His blessing rest upon you and your labor.—*The Southern Normalist.*

to be used.

FOR THE SCHOLARS.

BEAUTIFUL HANDS.

FOR RECITATION.

Such beautiful, beautiful hands!
They are neither white nor small,
And you, I know, would scarcely think
That they were fair at all.
I've looked on hands, of form and hue,
A sculptor's dream might be,
Yet are these aged, wrinkled hands
Most beautiful to me.

Such beautiful, beautiful hands!
When her heart was weary and sad,
These patient hands kept toiling on,
That the children might be glad.
I often weep when looking back
To childhood's distant day.
I think how these hands rested not
When mine were at their play.

Such beautiful, beautiful hands!
They are growing feeble now,
And time and toil have left their mark
On heart and hand and brow,
Alas! alas! the nearing time,
The sad, sad day to me
When, 'neath the daises out of sight,
These hands will folded be.

But, oh! beyond these shadowy lands,
Where all is bright and fair,
I know full well these dear old hands
Will palms of victory bear.
When crystal streams through endless years,
Flow over golden sands,
And when the old grow young again,
I'll clasp my mother's hands.

A BOY'S SERMON.

FOR DECLAMATION.

Let me preach you a little sermon my fellow boys. You know it is easier to preach than to practice, so I preach. My subject is "Examine Yourself." I. Get away from a crowd a little while every day. Stand to one side and let the world run by while you get acquainted with yourself and see what kind of a fellow you are. Ask yourself hard questions about yourself. Find out all you can about yourself. 2. See if you are really the kind of boy people say you are. Find out if you are always honest; if you always tell the square truth. If your life is as good and upright at eleven o'clock at night, provided you are awake, as it is at noon; if you are as sound a temperance boy on a fishing excursion as you are in Sunday-school; if you are as good a boy when you go to the city as you are at home; if, in short, you are the sort of a young man your father hopes you are; your mother says you are; your sweetheart believes you are. 3. Get on intimate terms with yourself, my boy; and believe me, every time you come out from these private interviews you will be a stronger, better, and purer man. Finally, don't forget this, and it will do you good.

GOLDEN THOUGHTS.

[These can be used by the live teacher after morning exercises, or they can be written out and distributed among the class, or one may be written on the black-board each day.]

KINDNESS is the music of good will to men.

'Tis the mind that giveth grace
To the charms of form and face.

LOVE all, trust a few, do wrong to none.—SHAKESPEARE.

THEY are slaves who fear to speak
For the fallen and the weak.—LOWELL.

WE rise in glory as we sink in pride.
Where boasting ends, there dignity begins.
—YOUNG.

HEALTH consists with Temperance alone,
And Peace, oh virtue! Peace is all thy own!
—POPE.

THE mill will never grind
With the water that is passed.
—MACCOLLUM.

BUT two ways are offered to our will,
Toil with rare triumph, ease with safe disgrace.
—LOWELL.

LOVE is sunshine, hate is shadow,
Life is checkered shade and sunshine.
LONGFELLOW.

AFTER men have traveled through a few stages of vice, shame forsakes them, and returns back to wait upon the few virtues they have still remaining.—GOLDSMITH.

WHAT CONGRESS IS DOING.

The Senate considered the Mexican Pension bill; amended and passed Legislative, Executive and Judicial Appropriation bill; passed the Deficiency bill; and discussed the River and Harbor bill.

The House decided the Chalmers-Manning case in favor of Chalmers, and passed several private calendar bills.

NEWS OF THE WEEK.

June 24.—President Potter's resignation was accepted at Union College.—J. W. Burnham, one of a firm that collapsed in the Wall Street panic, committed suicide.

June 25.—The Bartholdi Statue will be delivered to Mr. Morton, July 8.—Cholera has broken out in Toulon.—Several persons were killed by lightning in New York, Pennsylvania, Ohio, and Wisconsin.

June 26.—A French regiment is reported cut to pieces in Tonquin.—It is reported that the Mahdi has been repulsed at Tonquin.

June 27.—Admiral Courbet has been instructed to demand an apology from China.—Further damage from the storms is reported.—The Governor of Dakota has ordered the removal of the capital from Yankton to Bismarck.

June 28.—The Cholera appeared in Marseilles.—The Egyptian Conference met in London.—Ex-judge William A. Beach died at Tarrytown.

June 29.—Polish Jews are emigrating to America in large numbers to escape persecution.—Indians are dying of starvation at the northern Montana agency.

June 30.—There is a panic among the Jews in western Russia.—The cholera is spreading through Italy.

INTERESTING FACTS.

A VAST audience in Denver has been successfully photographed by electric light.

THE Astor family own twelve hundred houses in New York, estimated to be worth some fifty million dollars.

THE Mississippi River last month cut its way through the cotton fields in a bend in Louisiana, shortening its course by 12 miles.

EX-JUDGE HENRY HILTON has paid the widow of Mr. Stewart $2,100,000 for the former Stewart wholesale building.

A WOMAN in Cleveland was frightened out of her reason by three friends who played a practical joke upon her.

A NEW invention has been made in telegraphy, whereby 72 messages can be sent over one wire in the same direction at the same time.

COREA has decreed that its subjects shall render all possible help to vessels and crews wrecked on its dangerous shores, once the most unfriendly in the world.

A FLASH of lightning, which lasts but the millionth part of a second, has been successfully photographed by Mr. W. C. Gurley, and appears in the *Scientific American* of June 7th.

THE enormous water power of the Alps in Switzerland is to be used for working electric railways. The towns of St. Moritz and Pontresnia are to be connected by an electric railway four and three-fourths miles long, the motive power to be supplied by the mountain streams.

IN Erivan, in the southern part of Russia, hailstones as large as goose eggs fell recently. The rivers were dammed and the banks badly flooded. Seventy houses were razed, and property was damaged to the amount of 300,000 roubles. Forty lives were lost.

THE "San Pablo," bound for Corea with agricultural implements and other supplies for the development of civilization in that "Hermit Nation," will be the first American vessel to pass through the Suez Canal, although it has been open several years.

COTTONSEED oil manufacture has become a great industry in the South. There are factories in every Southern State except Florida. Texas has twenty. The industry is growing very rapidly. The oil is largely used for the table in place of olive oil and as an illuminator in place of lard oil.

THE magnetic pole is now near Boothia Felix, more than 1,000 miles west of the geographical pole. In 1657 the magnetic pole was due north, it having been eastward before that year. Then it began to move westward until 1816, when the maximum was reached. It is now moving eastward again, and in 1976 will once more point due north.

A MECHANIC of Jamestown, N. Y., has completed the smallest perfect locomotive in the world. It is eight and a half-inches long; the pump throws a drop of water per stroke, the engine weighs one and a half pounds, and the tender four and one-half ounces. Three hundred and eighty-five screws were required to put the parts together.

EDUCATIONAL NOTES.

Our subscribers will confer a favor and add to the interest of this paper by sending us fresh items of educational news.

NEW YORK CITY.

Commencement exercises of the City College took place June 26th. The degree of B.A. was bestowed upon 29, and B.S. (Bachelor of Scienee) upon 15 graduates. President Webb made a brief address, describing the distinctive features of the College and giving some good advice to the graduates. The exercises showed that in the work of the year an advance had been made over the past.

At the annual meeting of the New York Educational Society, held June 30th, Mr. Delevan C. Scoville was elected President; Miss Florence Fitch, Vice-President; Mrs. Margaret Z. Austin, Treasurer; Mr. Geo. M. Johnson, Attorney; and Mr. G. B. Hendrickson, Secretary, for the ensuing year. It is the desire of the Society to hold a series of public meetings in the Fall for the discussion of educational subjects.

The Normal College graduated 239 teachers, June 26th. President Walker, of the Board of Education, impressed upon the graduates the fact that the country needs the work of good teachers—that the nation and its school system must stand and fall together. President Hunter added a few excellent words of farewell, saying that a man teacher was, after all, half woman, and that the great army of educators were nearly as many as the standing army of Great Britain. Too much can not be said in praise of the work of this school.

In the primary schools of the city there are 83,607 more pupils than in the grammar departments, but only 320 more teachers. And yet $198,000 more salary is paid to the teachers of the grammar than to those of the primary departments. A minimum of 50 is required in each class in the primary schools. In the grammar department the minimum class is 35. Thus a class of 50 prepared in the elementary essentials in the primary, on being transferred to the grammar department, is immediately reduced to 35, and placed under a teacher with a greater salary. In other words, the larger the class the smaller the salary and *vice versa*. The primary schools are also embarrassed and unsettled by the transfer of efficient assistants to the grammar departments.

ELSEWHERE.

WESTCHESTER COUNTY.—Closing exercises took place at the New Rochelle schools, June 30th. The fine new school building was an object of interest to visitors.

LOUISIANA.—The State has accommodations for only 75,000 children, though there are at least 250,000 school children in the State, including the colored.

PENNSYLVANIA.—Haverford College, under the care of the Society of Friends, is open to all denominations. There are three regular courses, the classical course, the course in general science and literature, and the course in practical science and engineering.

NEW YORK STATE.—Miss Jennie Sullivan, John Thornton, and T. W. Suffern were appointed delegates from the Rockland County Association to the State Association at Elmira.

TENNESSEE.—Profs. J. C. Ruffin, J. E. Empson, D. B. Borthwick and T. W. West will give instruction at the three-weeks' Normal Institute, to be held at Cedar Hill, beginning July 10th.

KANSAS.—Marshall County Normal Institute will be held in Marysville, commencing July 7, 1884. Conductor, J. W. Quay, of Blue Rapids. Instructors, Lewis Scott and Lapierre Williams, of Marysville. County Supt., S. Reno.

MICHIGAN.—The School of Political Science in the University of Michigan: (1) pursue the study of political and constitutional history; (2) the economic sciences; (3) political ethics and the philosophy of government; (4) constitutional, adminstrative, and international law; (5) social and sanitary science.

MISSOURI.—Cass County Normal Institute begins at Harrisonville, July 14th, ends August 15th. Conductor, John T. Weathers, County School Commissioner; Assistant, J. E. Glass.

The Atchison County Normal Institute will convene at Tarkio, July 28, 1884, and continue four weeks.

MINNESOTA.—Supt. Booth and the teachers of Isanti County deserve the banner. The schools are scattered over a large county, among a population of 6,000, with no towns, except Cambridge, and it only 250 population. Yet the institute opened with 52 teachers, in one of the worst blizzards of a "blizzardy" spring, with two feet of drifting snow on the ground.

MARTHA'S VINEYARD.—The Woman's Christian Temperance Union have arranged with the directors of the Martha's Vineyard Summer Institute to have a department of "Hygienic Physiology" this season. Five States now require by law this branch of education—the effect of alcohol on the human system—in the public schools.

CALIFORNIA.—According to the last school censust 16,202 children of school age in San Francisco did no, attend any school last year. The question now before the Department of Education in California is whether high schools or primary schools shall continue to exist. Either the primary schools or the advanced schools must suffer unless there is an increase in the school fund. Not only have new school-houses to be built, but more teachers must be employed. The lower schools are already too crowded.

KINGS COUNTY, N. Y.—East New York is to have a new school building two stories high with basement. It will be built of brick, with brown stone trimmings, and will have a tower in the center. There will be

eight class rooms, each accommodating 60 pupils, with wardrobes attached to each room, a principal's room, and a boardroom. In the basement will be a playground for the pupils in rainy weather, and a suite of rooms for the janitor. The building will be heated with steam, and will have the latest improved system of ventilation.

INDIANA.—Supt. W. N. Hailmann, of La Porte, has made some changes in the high school courses. Formerly there were three in the high school, a German, a Latin, and a College Course, the latter preparatory to admission to the University. This has been left essentially the same, but for the German and Latin have been substituted, a "Short English Course," adapted to pupils who wish to enter commercial and industrial pursuits, including book-keeping, German, and Natural History, as optional studies, and the "Full English Course," adapted to those who would secure the chief avenues to higher culture without entering college.

A VETERAN TEACHER.—Prof. A. T. Deane, the principal of an excellent academy in Brooklyn, visited the JOURNAL office this week; although he has been teaching for forty years, his strength is not abated nor his eye dimmed. He is an ardent disciple of the "New Education," and finds the JOURNAL a source of inspiration and assistance. A man who teaches on right principles does not become an old fogy—a dried-up old pedagogue, but he enters the school-room each day a new man. Prof. Deane has lectured on education, and done a great deal to change public opinion in behalf of better methods.

DAKOTA.—An industrial school for Indian children has been started at Pine Ridge Agency.

John W. Simonds, A.M., has been invited to take charge of the University at Vermillion. Mr. Simonds is a New England gentleman, and a graduate at Bowdoin College. He served two terms as State Superintendent of Public Instruction in New Hampshire, and his annual reports were considered valuable documents, and were in demand by prominent educators. His ideas on the great educational questions of the day are liberal, progressive and practical. The University of Dakota is to be congratulated.

Davison County Teachers' Institute will be held for two weeks, at Mitchell, beginning July 7th. The lands set apart for educational purposes are valued at $85,000,000.

WISCONSIN.—J. T. Lunn. of Sauk County, has carried into successful operation a plan by which his teachers pursue a systematic course of pedagogical reading. He has a teachers' circulating library, 200 books, membership fee $1.00, or its equivalent in good books; and a four years' course of reading. Books named for first year: "Swett's Methods," "Plutarch's Lives," "Fairy Land of Science," "Uncle Tom's Cabin." For second year: Page's "Theory and Practice," "Christian Centuries," "Politics for Young Americans," "Ivanhoe." Third year: "Kennedy's School and Family" History of England, Pope's "Illiad," "Tom Brown at Rugby." Fourth: Spencer's "Education" History of France, Milton's Poems, Modern Classics. There is also a course of study for country schools, with diplomas at its completion.

NORMAL PARK.—The closing exercises of Cook County Normal School consisted of an exhibition of the regular work of the school, instead of the regular essay reading and declamation. Under direction of the graduates, the children performed experiments, and molded maps at desks and tables on the platform. There were breathing and gymnastic exercises, singing, and class exercises in primary reading and fractions. The literary exercises consisted of a salutatory, a valedictory, and addresses by Col. Parker and distinguished visitors.—Col. Parker and wife have gone to Spirit Lake, Iowa, for a two weeks' vacation.—Prof. Straight and Mr. Fitz have left for Martha's Vineyard to engage in Institute work in their respective departments.—Miss Speer takes a short vacation with her friends at Quincy, Mass.—Mr. Frye has gone to Nashville, Tenn., to hold a three weeks' Institute.—Mr. Balliet is at present doing Institute work in this State (Ill.)—Miss Patridge will remain at Normal Park during the most of her vacation, engaged in writing.—The Summer Institute, beginning July 21st, bids fair to be a great success, in numbers at least, Six are coming from Texas. F.

WEST VIRGINIA.—The following instructors are engaged for institute work in the State during the months of July, August and September: Hon. Thomas W. Harvey, Prof. George E. Little, A. L. Wade, Prof. E. V. De Graff, Hon. M. A. Newell, F. H. Crago. The time of the State Educational Association, to be held at New Martinsville, has been changed to July 1st, 2d, and 3d.

A four weeks' Normal Institute is to be held at Kingwood, Preston County, beginning September 1st; E. V. De Graff, A.M., Washington, D. C., Director. The departments and faculty are as follows: Science and Art of Teaching: E. V. De Graff, A.M., Washington, D.C.; Harry Houck, Department State Superintendent, Pennsylvania; John G. Ogden, A.M., Washington, D. C. Music: Prof. Wm. B. Hall, Lancaster, Penn. Reading and Elocution: Prof. Mark Bailey, Yale College, Connecticut; Prof. Robert Houston, New York. Drawing: Prof. George E. Little, Washington, D. C. History: Prof. F. V. N. Painter, Roanoke College, Virginia. Popular Evening Lectures and Entertainments, consisting of Lectures, Readings, Crayon Drawing, Stereoptician Views and Music.

OHIO.—The Clermont County Teachers' Institute (incorporated 1878), will convene at Batavia, O., from August 4th to 16th. Board of instructors: Profs. Richardson, Cole, Dyer, Nelson, Towner.

The Hamilton County Teachers' Institute meets at Harrison during the week, beginning August 18, 1884. Instructors: Hon. E. E. White, Cincinnati, O.; Supt. H. M. Parker, Elyria, O.; Supt. W. H. Cole, Marysville O. Officers: C. S. Fay, President; William E. Dom, Secretary. Executive Committee: J. H. Lowe, A. J. McGrew.

Defiance County Teachers' Institute, to be held at Defiance, August 18th, 19th, 20th, 21st and 22d. The following persons will assist in conducting the exercises: W. W. Huff, J. W. Dowd, Miss Nellie Moore, J. W. Heiser, E. G. Figley, C. W. Prettyman, W. F. Coughanour, M. H. Robertson, Rev. J. W. Hodges, J. H. Miller, Miss Ella Palmer, O. A. Fyke, C. E. Bercaw, Jacob Adams, W. P. Richardson, K. V. Haymaker, F. W. Knapp, H. Schoonover, S. S. Ashbaugh, Irvin Spitler, Henry Hockman.

Oberlein College has a total attendance of 1,474 students, of which number 776 are ladies.

NORTH CAROLINA.—The faculty of the Normal Institute for white teachers will be held in Spartanburg during the month, beginning July 16th. Prof. E. S. Joynes, LL.D., of the South Carolina University, was, some weeks ago, selected as the president of the institute. He will occupy the chair of English literature. The other members of the faculty are: Principal, S. S. Woolwine, of the Howard School, Nashville, Tenn., pedagogics and school management; Prof. R. Means Davis, of the South Carolina College, history and geography; Principal W. H. Witherow, of Chester, natural philosophy and physiology; Superintendent D. B. Johnson, of the Columbia graded schools, mathematics; Miss Annie E. Bonham, of Columbia, model school and calisthenics; Miss Susie Gibbes, of Charleston, drawing; Prof. Whitelow, music.

The Elizabeth City State Normal School will open June 23, 1884, and continue for four weeks. Professor Houck, of Pennsylvania, has been secured as Conductor. Mrs. M. Mahoney, of the Durham Graded School, will conduct a class in kindergarten work as practiced in the country schools. Gov. Jarvis and Supt. Scarborough are expected to deliver lectures at some time during the session.

MANITOBA.—Mr. J. B. Somerset was recently appointed Superintendent of Education for the Province.

Prof. Wm. C. White, of Wabash College, has resigned on account of ill-health.

C. A. Peterson, a recent graduate of Asbury, and a former Indiana teacher, has just closed a very successful year as Professor of Greek and Latin in the college at Glasgow, Mo.

President Alexander Martin, of De Pauw University, has just closed his ninth year at the head of that institution. Miss Anna Martin, daughter of the President, has been awarded the A. A. Johnson prize of $25 for best thesis in Philosophy.

Bishop Nindle delivered the annual lecture and Gov. A. G. Porter the University lecture at the Forty-fifth Commencement of De Pauw University. The degree of D.D. was conferred upon Rev. H. A. Butchel; Prof. James Baldwin was made Ph.D., and Senator Voorhees, LL.D. Bishop Thomas Bowman was elected Chancellor of the University.

The thirty-third meeting of American Association for the Advancement of Science will be held at Philadelphia, September 4th to 10th.

ILLINOIS.—Iroquois County Teachers' Institute will be held at Watseka, beginning July 14th, and continuing four weeks. Instruction to consist chiefly of methods and science of education. Instructors: Henry Rulison, of Watseka; L. S. Rowell, of Chebause; E. J. Blake, County Superintendent: Mary E. Owen, of Onarga; Silas Y. Gillan, of Danville; A. F. Goodyear, of Donovan.

Piatt County Teachers' Summer Institute, two weeks' session, begins at Monticello, July 21, 1884. Conductor: Gilbert A. Burgess, County Superintendent. Instructors: Miss L. A. Denny, Primary Methods and Penmanship; John Trainer, Geography and United States History; Wells H. Skinner, Grammar and Arithmetic; Will S. Hall, Botany, Zoology, Physiology, and Natural Philosophy.

There will be a special term for teachers at Lee's Academy, Stocton, beginning July 28th. Curriculum includes the higher English branches.

The Jasper County Normal School meets at Newton, July 14th, continuing six weeks.

The Act introduced in the New York Legislature, in reference to the appointment of commissioners to examine the School System, did not become a law.

IOWA.—Prof. Wier has been re-elected at Clear Lake. Col. Parker will lecture in the Marshall County Institute in August. The C. & N. W. R.R. offers round-trip tickets from Marshalltown to Madison at $10.70. Mr. J. F. Grinstead has been elected principal at Bloomfield; Mr. I. M. Wirick, special teacher of sciences in the Marshalltown high school. Supt. J. F. Taylor, of Red Oak, leaves the school-room for the "sanctum." S. A. Kendall, of Albion, has been elected principal of the Mapleton schools; salary, $75 per month. Profs. Pickard and Gilchrist, and Supts. Akers and Sabin will lecture before the Cerro Gordo County Institute this fall. Iowa College, Grinnell, has entirely recovered from the effects of the cyclone; attendance is gradually increasing. Supt. J. B. Butler, of Webster County, has prepared a course of study for the ungraded schools of his county. Principals Weaver, Trowbridge, Doran and Louden leave the schools of Hardin county this summer. Mr. Trowbridge has been elected at Manchester and West Waterloo. Mr. Doran goes to West Liberty. Mr. Louden enters the law, and Mr. Weaver the book business. A teachers' meeting was held at Delaware, May 11th. Subjects discussed were: "Importance of the first day of school," "What shall our children read," "The importance of preparation in the theory of teaching," "What are some of the most radical defects of our school system," "Educational progress in Iowa." Supt. Millen and the live teachers of Delaware county are making their influence felt.—W. W. Speer, Miss Betty Harrison and Miss McCullough, of St. Louis, are to teach in Marshall County Institute. It begins August 11th.—Supt. Fuller, of Hardin county, has engaged 150 feet of space in which to exhibit the work of Hardin county schools at Madison, Wis.—Buchanan county has two four-weeks' sessions of Normal Institute, one beginning the first Monday in August and the other the first Monday in October.—Supt. Miller, of Jasper county, is preparing a course of study for the Normal Institute. He thinks that teachers should not be required to go over the same ground year after year, but should pursue a regular course and graduate from the Institute.

FOREIGN.

THE late Joseph A. Dudley, of New York, bequeathed $5,000 to Hamilton College.

ITALY.—3,000,000 children, one ninth of the whole population, are found in the public schools.

Peel County Teachers' Association meet at Brampton, June 27th and 28th. A. B. Cooke, President; D. J. McKinnon Secretary.

GERMANY.—An institution called Wellesley Hall has been opened in Leipzig as a home for English-speaking girls desiring to study German or music or art.

CANADA.—The Chatham Business College offers great inducements to young men and women who wish thorough training in business methods and penmanship.

LETTERS.

The Editor will reply to letters and questions that will be of general interest, but the following rules must be observed:

1. Write on one side of the paper.
2. Put matter relative to subscription on *one* piece of paper and that to go into this department on another.
3. Be pointed, clear and brief.
4. Mathematical puzzles are not desirable.
5. Enclose stamp if an answer by mail is expected. Questions worth asking are worth putting in a letter; do not send them on postal cards.

Owing to the illness of Mr. A. M. Kellogg, many letters received during Feb., March, and April were unanswered. If our friends will repeat their inquiries prompt attention will now be given to them.

I have often been requested, through the columns of the INSTITUTE, to write, but always thought I could not; but now I must write to tell you how much I value the INSTITUTE, and how much good it has done me. I was brought to the teacher's profession through the influence of a country school, which I attended six months in a year for about ten years. All I learned was the old routine of hearing recitations. Seeing my condition and that of my schoolmates, and not making the progress I thought we should, I decided to try and be a teacher, and see if I could not do better work. So I set to work by the cramming method and obtained a license to teach. I wished to interest the little ones, but did not know how. I bought and read "Page's Theory and Practice;" this helped me a great deal. I sent for sample copies of all the educational journals I could hear of. They all gave me plenty of matter and no method. At last I sent for sample copies of the JOURNAL and INSTITUTE. Here was what I wanted—"the how," and not "the what." I at once subscribed for the JOURNAL. I advocate the "New Education." I wish we had more Col. Parkers in our country. The INSTITUTE has raised me to what I am; may the good work go on. G. W. V.

(1) Regarding the disposition of "like," I see there are diversities of opinions. I have always considered it a preposition when occurring in idiomatic expressions. In the sentence that J. L. H. gives, you say that "like" is generally followed by "to" or "unto." If you supply, would they not be parsed together? (2) Those arithmetical expressions that J. Dunlap so ably explained, have come up again, like Banquo's ghost, and A. H. L. questions the correctness of the expression, $6+4+3=\frac{1}{3}$, and with a good reason, for the result should be $4\frac{1}{3}$; but A. H. L. has miscopied the expression verified by J. D., which was $6+4\times3=\frac{1}{3}$, and is correct. Has Mr. D. made a mistake in trying to prove the incorrect expression, or is it the "devil's" blunder? (3) Can you tell me of some work devoted chiefly to punctuation? H. C. H.

[(1) "Like," by most grammarians, is considered an adverb; by a few it is treated as a preposition. The adverb side has the best of the argument. (2) The mistake was not prof. D.'s. (3) W. J. Cocker's "Hand-book of Punctuation," A. S. Barnes & Co.'s Bigelow's.—ED.]

(1) How is the pressure of the atmosphere measured? (2) In what latitudes does snow fall at the level of the sea? (3) What is the character of the storms known as hurricanes? (4) What is the correct construction of this sentence: "He is older, but not so influential, as his brother"? (5) What part of speech is "present" in the sentence, "I am present"? (5) How should a teacher talk to the superintendent who has failed to visit her school while teaching two terms in succession in the same district? H. D. M.

[(1) With the barometer. (2) In eastern parts of N. A. and Asia it rarely falls south of lat. 30 degrees; in western Asia, of lat. 36 degrees; on west coast of N. A. it is rarely at sea level on the coast. (3) Violent wind. (4) Grammatically correct as it stands, but it would be better to substitute "as" for "so." (5) Adjective. (6) Diligence in one's own calling is the best rebuke to remissness; besides, it would be out of place to dictate to a superior officer.—ED.]

I think nearly or quite all of the advertisements in your JOURNAL—not referring to school work—might be omitted from your JOURNAL. We have that in our other papers. Of course, you have a column for questions and answers, but not in the way I mean. I would

suggest that the questions of particular import be left for discussion between the teachers — yourselves, of course, being the judges of the most suitable articles to be printed.

Watertown, Dakota. FLORA A. SPICER.

[It would be impossible to sustain an Educational Journal in this or any other country without the aid of advertisements. Nothing objectionable is admitted; in fact, all are interesting to teachers, and as they take up no room which would be filled by other material, we see no reason why they should be taken away. The answering of questions is one of the most important features in our paper.—ED.]

Why does the wind whistle around the corners of buildings in winter and not in summer? S. F. M.

[The wind whistles at all times of the year, only the absence of other sounds, as the rustling of leaves, enables us to notice it. All musical sounds are caused by regular vibrations. These may be caused in a thousand different ways. When the wind blows against any obstructing medium, as a house, it is condensed and escapes in regular puffs. These produce the whistling often heard.—ED.]

(1) What great work of art is being carried on in South America at the present time? (2) What is its purpose? (3) Name the countries in South America, and give the form of government in each.

MANY TEACHERS.

[(1) The Panama Canal. (2) Afford ship passage across the continent. (3) They are named in all geographies. All are republics except Brazil, which is an empire; Guiana, the three divisions of which are controled by the British, Dutch, and French; and Patagonia, which has no government.—ED.]

Do you feel inclined to encourage pedagogical literature? There is almost none of it in the world. All the school papers are full of business, method, theory, and practice. There ought to be some effort made to encourage educational literature. WALTER J. SMITH.

[Certainly, we consider it our main business to encourage sound works on educational subjects. The literature will come when readers are ready to take it. At present few teachers study the higher works on teaching.—ED.]

(1) What books on teaching can you advise me to begin with? (2) Please give me the address of the publisher of "Payne's Lectures." E. E. H.

[(1) "Payne's Theory and Practice," and Kellogg's "School Management." (2) E. L. Kellogg & Co., 21 Park Place, New York.—ED.]

I wish some one, through the columns of the JOURNAL, would discuss the plan of teaching arithmetic to pupils that are just beginning Ray's third book. Also a plan for teaching history. J. S. M.

[We shall be glad to receive several short articles on these topics. They are important because practical.—ED.]

[Errata. There is a Packard's Business College in New York, at 805 Broadway.—ED.]

AN entire edition of the Illion *Citizen* was printed by electricity, March 13th.

THE conference of European Powers upon the situation of Egypt will be held in London, July 10th.

FRANCIS SCOTT KEY, who wrote the "Star-Spangled Banner," is to have a monument in Patterson square, Baltimore.

GANNIE JEFFERS, queen of all the gypsies in this country, was buried at Dayton, O., April 21st—1,500 gypsies being in attendance from all parts of the country.

IMMENSE numbers of herring are now hatched by artificial means. Each herring yields from 30,000 to 50,000 eggs, 20,000 of which can be placed on a square foot.

A VIOLENT shock of earthquake occurred May 19th on the Island of Kishm, near the mouth of the Persian Gulf. Twelve villages were destroyed, 200 persons killed and many others injured.

A SIGNAL-MAN at Uitenhage, South Africa, who lost both his legs in a recent railway accident, has trained a baboon to push him about on a trolly, and under his directions to work the lever to set the signals.

ARTIFICIAL cork is now made in Germany. Powdered cork is mixed with starch and water and while boiling hot the mass is thoroughly kneaded. It is then poured into moulds and afterward dried at a very high temperature.

THE 24th of May was the anniversary of the opening of the New York and Brooklyn Bridge. The receipts from foot passengers since May last have been $60,881; from vehicles, $78,378, and from cars, $251,561, making a total of $391,770.

A CORDUROY road of oak has recently been discovered in Lincolnshire, England, seven feet below the surface of the land. It consists of massive beams laid transversely and fastened into the soil below by oak pins, or stakes, in the ends. Archæologists say that the road was built in the "neolithic period"—*i.e.*, before the earliest historical data.

EDUCATIONAL MISCELLANY.

For the SCHOOL JOURNAL.

WHAT TEACHERS HAVE DONE

Miss A. entered upon her duties as teacher of the intermediate department in M——. Among her pupils was a bright, careless, fun-loving boy of sixteen. Incidents showed that he was apt to show defiance if driven, but would quickly heed a kindly suggestion. She was soon convinced that the boy only needed a motive for work, in order to develop more than ordinary abilities. She learned that he was an orphan, working for his board while he attended school. Finding no opportunity for a friendly talk with him, she wrote him a kind letter, expressing her interest in him, and her convictions of what he could do if he tried. The next morning he thanked her for her interest; he said he had concluded no one cared much about him, and he didn't care much himself whether he did anything or not, but that now he would try to do better. He needed very few reminders to study after that, learned his lessons, and turned eagerly to the reading matter always to be found on the teacher's desk.

School closed and he went away to work. At the end of a couple of years Miss A. received a letter from him. He was attending the B—— Academy, trying to fit himself for an *intelligent farmer* and a useful member of society. He had been working and saving his money for this purpose since he quitted her school, had been exposed to many temptations, but the memory of her kindly interest and advice had kept him from yielding.

Miss B., another teacher, had among her pupils a very troublesome girl. She was disobedient and willfully mischievous. If corrected for anything, always replied in a way to make the others laugh, studied when she pleased, played when she pleased, no punishment had any effect upon her. She was personally a repulsive child, no one liked her, and to Miss B. she was extremely disagreeable.

Miss B. reflected. This child is to be pitied. She is not to be blamed for her repulsive appearance. It is her misfortune. I must conquer my feelings, and try to help the girl improve herself, or she will be unhappy all her life. A day came when Julia was more than ordinarily troublesome. She utterly ignored her geography lesson, and made several speeches for the school to laugh at. When told that she would be required to have her geography lesson said she was not going to learn it. When school was dismissed, Miss B. requested her to stay. She sat down, saying she should not learn that lesson if she staid all night. Miss B. manifested no irritation, and after the others were gone, went to Julia's seat and said:

"Julia, suppose you had a little sister that you loved very much, what would you do if somebody should treat her unkindly?"

"I'd be mad—slap 'em like 'nough."

"Then you would like to have people be kind to her?"

"Yes."

"Would you want them to love her?"

"'Spose so."

"But suppose she was so rude and unkind to them that the could not like her, what would you do then?"

"Tell her 'twas good for her."

"But suppose you really loved her, and wanted her to be happy?"

"I'd tell her she'd better be good."

"Are you happy, Julia?"

"No, ma'am."

"Why are you not?"

"Nobody likes me, and I don't like nobody," she said, beginning to cry.

"You are mistaken, Julia; I like you, and if you can learn to like me a little, I think we shall get along nicely. Shall we both try to be better friends?"

"Yes, ma'am."

"And if there is anything I can do for you, Julia, will you let me know? I know you have no mother, and girls need mothers so much, perhaps I can partly take a mother's place to you. You had better go home now; it's getting late."

"I will learn my geography lesson now if you want me to."

"No; never mind that now. You will feel more like studying to-morrow."

Julia gave no more trouble.

Miss C. was one of those teachers whose schoolrooms ran like clock-work. Her pupils always had their lessons, but how they hated her. She said such cruel, sarcastic things. She laughed at their grief and frowned when they laughed. She showed no sympathy with them in anything, and no appreciation of their efforts to please her when they did try. She never aroused their admiration of anything good or beautiful, never treated them as if they were human beings, in fact, but as if they were machines made for the sole purpose of doing so much work, and nothing more. The greatest result of her work was the joy that prevailed when she left.

Miss D. was one of the motherly teachers. She taught in the primary department. It might not always have been possible to hear a pin drop in her schoolroom, but every child was happy. If they had an unusually good time at recess they must tell Miss D. about it when they went in. When they prepared to go home cold nights, Miss D. must help them on with overcoats and scarfs. If somebody forgot to write his lesson before he went to making pictures, Miss D. came along "to see if her boy had his writing lesson ready for her to look at." If a boy was absent or tardy, Miss D. "was so sorry he was not there yesterday. They all missed him." There were few laggards, few truants in Miss D.'s room. Each felt that he was of some importance, and that he wanted to do his best.

OVERWORK IN SCHOOLS.

At a recent meeting of Council in a Pennsylvania town, one of the physicians reported that a child aged seven years had died during the month of inflammation of the brain, brought on by overwork at school. The medical officer of that place strongly condemned the practice of making young children do home lessons at night. He said it worried them and made them restless in their sleep. Education, he said, was often pushed to such an extent nowadays that childhood was robbed of all its happiness and joyousness; it tended to physical and mental deterioration, and children were often ruined. "Pushing" of pupils at school is distinctively an American practice, which bids fair to make us as a race physically inferior to other nations unless some reform is worked in this particular. When it becomes generally understood that an undue amount of work imposed upon the child shortens the capacity for labor of the man, then it may be, there will be manifested a desire to apply the proper remedy to this evil.

The remedy for this evil is not in lessening the quantity of what is done, but in changing its quality. Children play all the hours of a long day without over-work, because what they do is directly in the line of their activities and interest. In the best kindergarten schools the number of hours spent in the schoolroom is not taken into the account. The pupils are constantly at work, but they return home just as fresh and full of life as when they went. Our schools are not suffering so much from over-work as improper work. Activity is the law of childhood, but it is the activity of *childhood*, not manhood. A man's school can never be a child's school. Adaptation is a primary law underneath all success as well in the schoolroom as anywhere else.

Mr. Ruskin detests condensation of favorite books, and exhausts some of his fury in talking about Miss Braddon's "greasy mince pie of Scott." The process of condensation he scornfully terms "chopping up formerly loved authors in crammed sausages, or blood-puddings swiftly gorgeable."

That which mellows and ripens, that without which there could be no golden fruitage, that which gives the rich bloom of a divine manhood to the spirit, is the frost—the frost of care.—*Moravian.*

THE SPIRIT OF THE CRADLE.

The cradle will become regnant in proportion as society advances. I have spoken of its power upon the individual and of its power upon the evolution and understanding of the great truths of God and of the Gospel. It has a power directly upon society, and it is growing more and more from age to age.

Since the cradle is the very root of human society, it is a wise economy in every community that sees to it, that all the children are educated, and that the means of education be made so ample and convenient that there shall be no need of complaint. More than that, I hold that no parent has any such right to his child, as that he shall withhold him from knowledge, for the sake either of pelf or prejudice, or superstition, condemning the child to all the disabilities that ignorance brings with it.

Compulsory education is taking the side of the little child as against the heartless pride or venal instincts, of a rude or vulgar father. I think that the system of law that renders education compulsory was inspired by the spirit of the cradle. It is the ever-growing duty in a lower sphere of following that which emanates from the heart of God in the larger sphere. No father has a right to cheat his child of that which is worth more than money, more than honor, more than power—the unfolding of himself. To be born with a mind carries with it the right to unfold that mind. To have a navy is to have a right to an ocean to sail it in, and to have the right of humanity is to have the right to develop ourselves in it to the largest proportions of knowledge for the sake of humanity in ourselves and in society at large.

Therefore, when I see prodigality of legislatures and of administrative bodies, it is prodigality for material things. They are prodigal for sewers, which are very good things indeed. They are prodigal for political instrumentation, for politicians. I am not stingy; I am willing that they should have something. But their prodigality is for every thing that is material. Their stinginess is for that which comes right home to the very instinct and interior heart of true wisdom and benevolence. Economical for schools, prodigal for politicians, stingy for schools, but able to build great city edifices, that men may have jobs and make money. Aqueducts, street sweepings, new street openings, new pavements—all these material improvements are very good. I believe in them. I rejoice in them; but I tell you that the road to wisdom is a more precious road than the road between here and the metropolis of the earth, if there were one.

Take care of the schools and have more of them, and if you are going to take care of the schools, take care of the school teachers. If you are going to take care of the school teachers, understand one thing. You never will be able to have the best schools for the children of the poor, until you make it the interest of men and women to devote their lives to that business, just as professional men devote their lives to their occupations. Give the Mayor less. Give the Alderman less, if you give anything. (If they have nothing, they will get it.) Reduce salaries everywhere, but increase them in schools. Now, not one in twenty teaches a school, except as a stepping-stone to something better by and by. A young man wants to raise money to go to college with. When he gets through there he wants to raise money to go through his profession, and when he has got money he abandons the school. We do not do so in medicine, we do not do so in law, we do not do so in the ministry. We do so in our common schools, and yet the teachers of our common schools are more value to the children of the whole community than lawyers, doctors and ministers rolled up in a bundle all together. We have been forming our estimates of value by meritorious standards. The child is more to the mother than all creation. The weak and the poor are more to God than all creation beside. It ought to be so, to a Christian community, to the church, and to civilization which boasts so much of its Christianity.

Does a woman go into the common school saying, "I dedicate myself to the children of the community?" No, no, it is a good place to wait in until God sends some one to take her out of it, and then she goes! Men are making it a thing aside, but we must make the schools so honorable that no other schools can live along side the public schools; because they are schools for the children of the poor, for the helpless and the lowest and the poorest, and even for the outcast, you must make them glow with beauty and honor. Do not crowd them. Do not poison the children and suffocate them with unventilated air. Do not make the schools like barns transmogrified with seats. Make them palaces of beauty. Build at the bottom. Build with beauty, build with power. Let the cradle dominate over the State House, and over the City Hall. The power of the State lies in the bottom of it. Take care of that and you take care of the whole.—H. W. BEECHER.

THE BEST ROUTE TO MADISON.

Many teachers that contemplate going to the great meeting at Madison are already beginning to ask, "How shall we go?" To such we are free to recommend the Erie Road. Its reputation might well be left to speak for itself, but those that have never had occasion to travel over this popular line will be interested to know some of its prominent claims to attention and patronage. One of the first among these claims, especially at this season of the year, is the very beautiful scenery all along the line, and probably not surpassed in loveliness by that along any line east of Chicago. But the great popularity of the Erie road is due, not alone to these attractions, but also to the splendid construction and equipment of its passenger service. Its trains are run with great speed and with due safety; its drawing-room and sleeping coaches are of Pullman's most approved pattern, and all arrangements are thoroughly conducive to the comfort and convenience of travelers. Under these circumstances, it is natural that the road should be a prime favorite with summer excursionists, and we are sure that the hundreds of teachers desiring to make the trip with the minimum of inconvenience, will consult their own interest and comfort in going by the Erie.

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College, school, and other reading rooms, or individuals desiring to subscribe for any number of other papers, no matter where published, can have an estimate of cost furnished upon application to us; and we will send our revised list of periodicals with which we club at reduced rates to any one asking for it.

Mr. Ruskin, having finished his art inculcations, now wants to save the children from learning either reading or writing, "for there are very few people in the world who get any good by either. What ever foolish people read does them harm; whatever they write does other people harm; and nothing can ever prevent this, for a fool attracts folly as decayed meat attracts flies."

M. LOUIS PASTEUR, a French scientist, has found, by a series of experiments covering the past four years, that hydrophobia can be prevented by inoculation, as small-pox is prevented by vaccination. Taking virus direct from the brain of a dog that had died from acute hydrophobia, he inoculated a monkey, continuing the process with matter from each new subject until he had obtained a virus so weak as to be almost harmless. With this he inoculated a rabbit; and finding that the virus at once increased in intensity, continued the experiment with successive rabbits until the virus had regained its maximum strength. He then took a dog and inoculated him first with the weakened virus, and so on progressively, until, even when inoculated with virus taken direct from a rabid dog, he was entirely unsusceptible to the disease. Not content with this, he tried the experiment of inoculating two dogs with original virus, one of which he left alone, while subjecting the other to the antidotal treatment of the three degrees of rabbit virus. The first dog went mad, but the second was not affected. With these results before him M. Pasteur is positive that he can protect man against the most rabid of animals simply by inoculating him with the virus after it has been developed to its maximum intensity in a rabbit. Should this prove true, a very simple remedy has been found for a disease hitherto considered practically incurable, and, when once completely developed, invariably fatal. Though the cases of hydrophobia in human beings are comparatively few each year, yet their rarity is more than offset by the horrible and painful phases of the progress of the disease. The question of cure has long attracted attention, and M. Pasteur will be more universally esteemed for this new than for any other discovery of his scientific career.

GOVERNOR CLEVLAND has signed the bill banishing corrupt papers from the news-stands.

THE New York Legislature passed several bills for the improvement of city governments. It has made it the duty of mayors to put in operation the civil service law passed last year. Hitherto it was left to their option. The Mayor of New York City has been made the real head of the government, independent of the Board of Aldermen. A reform has also been made in the Sheriff's and County Clerk's offices, by abolishing the fee system and paying regular salaries.

PUBLISHERS' NOTES.

I find something new and interesting in the JOURNAL every week. I desire to become a thoroughly good and efficient teacher, that I may merit my calling. S. S.

I consider TREASURE TROVE a first-class paper. One number is really worth the subscription price, and it steadily improves. H. H. B.

TREASURE TROVE fills a place in school that none of our other magazines has ever done. Its freshness and useful information make it an ever welcome visitor.

What little success I have achieved in the great business of teaching, I must candidly say was the direct result of reading your papers.

Cedarville, N. Y. D. W. MORRIS.

I think "Payne's Lectures" is a book that outranks all others as an inspirer for the common school teacher. Send me the "Quincy Methods" soon as out. ——,
Co. Supt., Ind.

Co. Supt. ——, West Va., writes: "I have read and studied Col. Parker's 'Talks on Teaching' and can recommend it as *the one* work on teaching which holds the mirror up to nature—the nature of the child's mind."

When I first began to read your paper I was paid thirty-five dollars per month. I am now paid fifty, and my services are now sought at even higher wages. Much of this I attribute to your suggestions and aid. May you long continue in the work. B. A.

I am thoroughly convinced that there is no educational paper on the continent to-day that possesses more dynamite force in exploding fogyism and irrational modes of teaching than the SCHOOL JUURNAL.
A. C. HUFF, Conn.

Truly your publications are the means by which much reformation is being accomplished. I believe many hundreds can but ever be grateful to you for the great help and encouragement derived from your efforts in this great work. ——,
Co. Supt., Dayton, W. T.

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Dr. Daniel T. Nelson, Chicago, says: "I find it a pleasant and valuable remedy in indigestion, particularly in overworked men."

BOOK DEPARTMENT.

NEW BOOKS.

STAGE STRUCK. Blanche Roosevelt. New York: Fords, Howard & Hulbert. $1.50.

This is the story of a young American girl who begins her musical career in a village choir in La Crosse, Wisconsin. Her great success in this limited field leads her to believe that she is destined to become a Patti or Malibran; her family and the people of her church are equally confident of her future greatness, and the latter contribute a purse to send her to Europe to complete her musical education. These earlier incidents are related in a spirit of clever caricature that is delicious, and lingers in the reader's mind even after reading the more serious narrative that follows.

This ambitious young woman after reaching Europe, stays a while in London, and, going thence to Paris and Milan, begins the real struggle of the poor American artist-student. The details of this struggle are told with a realistic effect by one that evidently has "been there."

Even after moderate success has followed the efforts of the heroine, another and sadder heart-struggle comes, with a most pathetic ending.

From beginning to end the story is decidedly readable. All American girls, with musical aspiration, and their name is legion, ought to read it. It is as the author intended, a warning—yet, to the bitter end, a fascinating one, alike to musicians and all that have sympathy with any form of artist life.

AT HOME IN ITALY. Mrs. E. D. R. Bianciardi. Boston: Houghton, Mifflin & Co. $1.25.

This book has a double value. The general reader, or the one reading for pleasure only, it tells in an interesting way of foreign places and people, and gives such familiar glimpses of Italian life as are to be expected only from a habitual resident, such as the author has been. A second value of the book—though hardly a secondary one—is the information, so much needed by those contemplating a residence abroad, especially in Italy—information so hard to obtain. The practical facts are given concerning rents, servants, fires, and the management of household affairs, matters of which Americans want to know, if they contemplate living abroad for a longer or shorter time.

The style is so easy and pleasant, the incidents so full of humor, and the droll characteristics of the people so skillfully pictured, that the book is charming reading without regard to its practical usefulness.

HOME AND SCHOOL TRAINING. Mrs. H. E. G. Arey, A.M. Philadelphia: J. B. Lippincott & Co. 75 cents.

This is eminently a thoughtful book, and is worthy of the present day in education. The subject is treated from a wide outlook and in a scholarly manner. The author realizes that one of the tendencies of this time fatal to the child's nature, is the reliance of parents on the supposed infallibility of the school machinery, forgetting that long before he enters the school his growth has received its first and most important impulse, and forgetting, too, that exercise of the moral faculties and instruction rather than injunction, is one of the earliest requisites of symetrical development.

Following the plea for home training, a brief review is given of some phases of school work that have excited discussion, and some earnest and wise suggestions are introduced. The book is of great practical worth both to parent and teacher.

THE OUTSKIRTS OF PHYSICAL SCIENCE. T. Nelson Dale. Boston: Lee & Shepard. $1.25.

A number of subjects, not within the domain proper of the physical sciences, yet invite the attention of the student of nature. They are the outskirts in which he often wanders, either to widen his knowledge and sympathies, or to enable him to answer intelligently the questions of others. The present essays are by one having a fondness for natural science, united with strong religious convictions, and deal in a readable way with the harmony between faith and physical science; the place and use of scientific studies in education; the interpretation of the first chapter of Genesis; and the vital questions in the conflict between religion and science.

RISE AND FALL OF POLITICAL PARTIES IN THE UNITED STATES. Rufus Blanchard. Chicago: The National School Furnishing Company.

This is a handy little 16mo volume of some 300 pages, giving a plain and concise summary as indicated in its title. The book is to be recommended for its especial timeliness, convenient form, and its complete and simple statement.

In his preface, the author says: "The United States is but little more than a century old, yet in that brief period more political questions have arisen in her national councils than in any European country since two centuries ago." The wide versatility of interest here; the immense opportunities of our political structure, making every man in some degree a politician, render books of this sort highly desirable as text books, even for youthful students.

INTRODUCTION TO GRAMMAR AND ANALYSIS MADE EASY BY DIAGRAMS. By F. V. Irish, Ada, O. Price 25 cents.

This is a little book of sixteen pages, that places the words of a sentence in a diagram with straight lines. The method is an excellent one, and the author has done a very acceptable work in presenting it. There are explanations given which make the matter plain. This method has been used by large classes of pupils with great success. It possesses a high value in training the powers of the mind. The author was a valued instructor in the Northwestern Normal School at Ada for several years, and is engaged in institute work. We deem the system an excellent one.

STORIES OF THE OLD WORLD. Rev. Alfred J. Church, M.A. Boston: Ginn, Heath & Co. Introduction, 40 cents.

The contents comprise the stories of the Argo, Thebes, the Iliad, Odyssey, and Æneid. The style is simple, idiomatic, and easy. The book was prepared especially for grammar-school pupils, many of whom would have no other opportunity of knowing anything of these old standard classics; but in many schools of higher grade, and especially classical schools, its use has been found to awaken new interest in these subjects, and a number propose to use it as a drill-book in Latin and Greek composition.

MAGAZINES.

The July *Magazine of American History* contains articles of exceptional merit. "A Business Firm in the Revolution," by J. Hammond Trumbull, LL.D.; "French Spoliation before 1801, by James G. Gerard; "Rosseau in Philadelphia," by Lewis Rosenthal; and "Washington in 1861." by Lieut.-General Charles P. Stone, are leading contributions. Others are, "The Schuyler House at Albany," and a sketch of "Chief Justice John Marshall," whose portrait forms the frontispiece. Minor Topics, and the departments furnish varied information and entertainment.

July *St. Nicho'as* contains a frontispiece from an amusing and original painting by Alfred Kappes, "My Big Brudder Can Make it Go." "The Scarlet Tanager," by Trowbridge, is concluded; and among other noticeable contributions to this feast of good things are: "Jerseys; or, The Girl's Ghost," by Louisa M. Alcott; "The Youngest Soldier of the Revolution," by W. W. Crannell; "Marvin and His Boy Hunters," by Maurice Thompson; and "Historic Boys," by E. S. Brooks. *St. Nicholas* steadily maintains the high quality that made its reputation.

LITERARY NOTES.

Fowler & Wells Co. publish a little paper-covered manual on "The Diet Question. Giving the Reason Why," by Mrs. Susanna W. Dodds, M.D. This is an important subject, and one that is attracting much attention.

No. 13 of "The Reading Club," edited by George M. Baker, published by Lee & Shepard, appears with a number of new and bright recitations and dramatic selections, prose and poetry, well suited for the approaching school exhibitions. Price, 15 cents.

A little manual of "Lessons on Manners," by Edith E. Wiggin, published in Lee & Shepard's series of convenient handbooks, is emphatically one of the best books of its class—a class increasingly large. It is full of common sense, and is calculated to impart the spirit of politeness, not the form only. It will be especially valued by teachers. The price is 50 cents.

"Curious Cobwebs" is the name of a little pamphlet, published by A. Flanagan, Chicago. There are 225 questions upon quaint and seemingly difficult points pertaining to history, art, science, philosophy, geography, botany, and thousands of things which are not generally known of by the average person. These are fully and completely answered in the book. It is a useful book for teachers.

For some months Dr. Oliver Wendell Holmes has been engaged on a biography of Emerson. Concerning this book he writes to a London correspondent: "I hope one of these days I shall have to send you a new book. I am trying to do some kind of justice to Emerson in one of those brief memoirs which it takes but a short time to read, and sometimes a good deal longer to write than the reader would suppose."

Charles Reade wrote his own epitaph. It is to be engraved upon a plain stone, and reads as follows: "Here lie, by the side of his Beloved Friend, the Mortal Remains of Charles Reade, Dramatist, Novelist, and Journalist. His last words to mankind are on this stone. I hope for a resurrection, not from any power in nature, but from the will of the Lord God Omnipotent, who made nature and me. He created man out of nothing, which nature could not. He can restore man from the dust, which nature cannot. And I hope for holiness and happiness in a future life, not for anything I have said or done in this body, but from the merits and mediation of Jesus Christ. He has promised His intercession to all who seek it, and He will not break His word; that intercession, once granted, cannot be rejected, for He is God, and His merits are infinite; a man's sins are but human and finite. 'Him that cometh to Me, I will in no wise cast out.' 'If any man sin, we have an advocate with the Father, Jesus Christ the Righteous; and He is the propitiation of our sins.'"

Mr. Tennyson resents, the meddling of the criticasters of his time and country. He says: "There is, I fear, a prosaic set growing up among us, editors of booklets, bookworms, index hunters, or men of great memories and no imaignation—who impute themselves to the poet, and so believe that he, too, has no imagination, but is forever poking his nose between the pages of some old volume in order to see what he can appropriate. They will not allow one to say 'Ring the bells' without finding that we have taken it from Sir P. Sydney, or even to use such a simple expression as the ocean 'roars' without finding out the precise verse in Homer or Horace from which we have plagiarized it. (Fact!) I have known an old fishwife, who had lost two sons at sea, clench her fist at the advancing tide on a stormy day and cry out, 'Ay, roar; do! How I hates to see thee show thy white teeth!' Now, if I had adopted her exclamation and put it into the mouth of some old woman in one of my poems, I dare say the critic would have thought it original enough, but would most likely have advised me to go to nature for my old woman and not to my imagination; and, indeed, it is a strong figure."

Writing to the editor of the *Pall Mall Gazette*, Mr. Max O'Rell, author of "John Bull et son Ile," says: "As I should like to set at rest a few feverish brains, will you allow me to state in your widely-read paper that—(1) It is not true that I am the author of the Bengalee translation of my book which is to appear shortly in Calcutta. (2) It is not true that Mr. Gladstone has offered me £20,000 to write no more books about England. (3) It is not true that I paid £5 to a prominent member of the Conservative party for making a kind allusion to my book in Parliament on April 22d, ult. (4) It is not true that I was dismissed from an important public school for taking my revenge of Waterloo on the backs of little boys under ten. (5) It is not true that I have signed an engagement with Mr. Augustus Harris to appear in the next Drury Lane pantomime. (6) It is not true that Madame Tussaud has applied for my photograph, or that the Lord Mayor has intimated to me the intention of the Corporation of conferring upon me the freedom of the City of London. (7) It is not true that I have received sixpence from any of the three gangs of New York publishers who stole my book. (8) It is not true that my Irish name gives umbrage to the Scotland Yard authorities, or that my house is closely watched by detectives. (9) But it is true that from Horace's time down to our own the authors of books that sell have never been appreciated by the authors of books that do not.

THE numerous cinchona gardens commenced five or six years ago in Java will soon begin to yield, and bark may be expected to take a prominent position in the list of exports from that island. There are nine varieties of trees. In 1881 the number of new trees in the nurseries was 736,600, an in 1882, 1,205,800. The trees in the plantations numbered 2,207,380 in 1881, and 2,099,400 in 1882.

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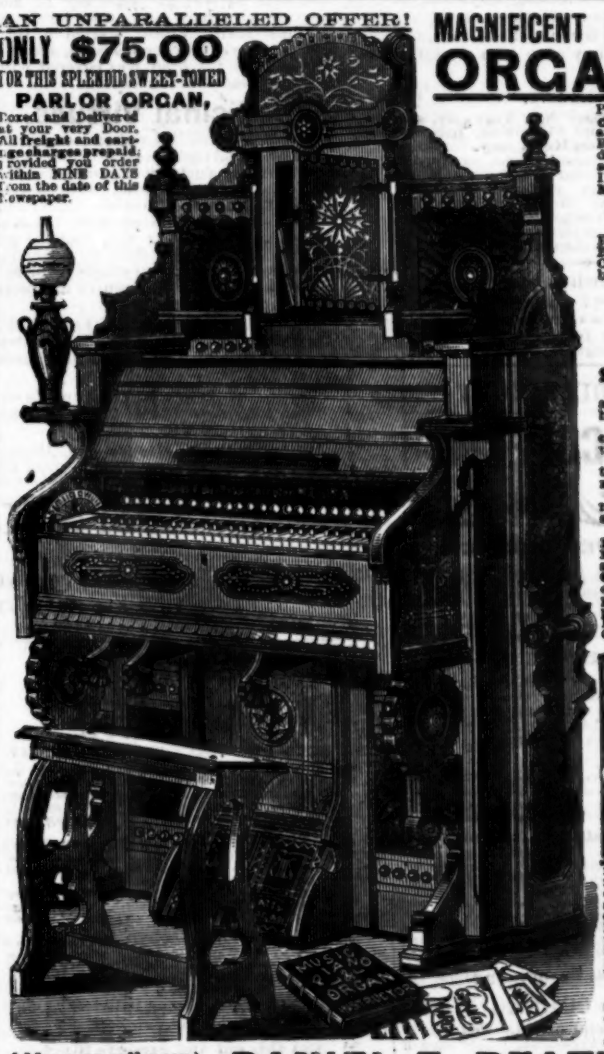

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SCHOOL JOURNAL, July 5th,

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—ISSUE—

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SHOWING THE CONDITION OF THE COMPANY ON THE FIRST DAY OF JANUARY, 1884.

CASH CAPITAL	$6,000,000 00
Reserve for Unearned Premiums	2,497,594 00
Reserve for Unpaid Losses and Claims	227,377 04
Net Surplus	1,067,354 07
CASH ASSETS	$7,492,751 11

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As many of our readers will visit Buffalo during their summer travels, we wish to call their attention to the Genesee House of that city, a new hotel under the management of the most popular hotel proprietors in the country, the Messrs. Harris & Losekam. Mr. Harris has been connected with some of the best hotels in the country, Willards's Hotel, of Washington, among them; and if ever we met a more genial gentleman or a more successful hotel keeper, we fail to remember it. Mr. Losekam, the other partner, was connected with the West End Hotel, Long Branch, and proprietor of the famous Maison Dore, of Washington. What that gentleman does not know about catering, is not worth knowing. The Genesee House is fitted up in a most luxurious manner, and the table cannot be surpassed. A quiet, home-like feeling reigns over the whole establishment. Another hotel conducted by these gentlemen on the same plan, is "The Clarendon," Saratoga Springs. We heartily recommend both thees houses to our friends.

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If the endorsement of well-qualified judges carries any weight, the reading public certainly ought to credit the "People's Cyclopedia of Universal Knowledge," published by Messrs. Phillips & Hunt, with being one of the most valuable of all publications of its class. Henry Ward Beecher says of it: "It covers the field of knowledge effectively, and gives just that information that all want. In short, it is just the book for reading, thinking American citizens."

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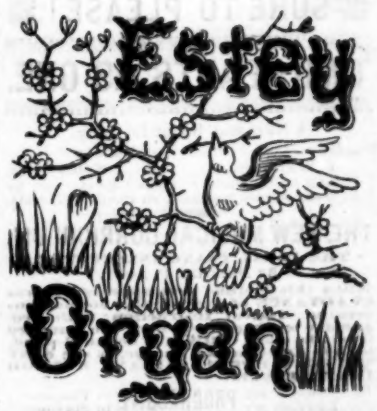

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